

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Partner: \_\_\_\_\_

Title of Piece: \_\_\_\_\_

### **Narrative Editing Checklist**

	Self- Check	Partner Check	Self- Check
Proper capitalization was used (beginning, proper nouns)			
Proper ending punctuation (question marks, periods, exclamation marks)			
Dialogue is punctuated correctly			
Commas are used accurately (in a series, in compound sentences, openers, closers, asides, in a list)			
Unknown words have been circled and checked for correct spelling			
Narrative is organized into paragraphs			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Partner Name: \_\_\_\_\_

Title: \_\_\_\_\_

### **Literary Essay Revising Checklist**

	Self- Check	Partner Check	Self- Check
My thesis is clearly stated			
The title and author of my book(s) are clearly stated			
I have clearly conveyed my evidence to the reader by providing background information about my story, correctly sequencing the events in my story, and using transitional phrases			
I have used powerful and specific language to set the tone of my literary essay			
I have included personal insight in my conclusion by making a text to self or text to world connection			

### **Literary Essay Editing Checklist**

	Self- Check	Partner Check	Self- Check
My essay is organized into 5 paragraphs (Introduction, 3 Body Paragraphs, Conclusion)			
I have used correct capitalization			
I have used proper punctuation			
Words I am not sure about are circled and checked for correct spelling			
I have used correct grammar (My sentences make sense when I read them aloud)			

Name: \_\_\_\_\_ Partner Name: \_\_\_\_\_

### Realistic Fiction Revising Checklist

	Self-Check	Parent Check	Self-Check
Included purposeful dialogue to push the story forward			
Developed the "falling action" to end the story, letting the reader down slowly			
Used descriptive and figurative language to help the reader envision			
Developed the character's tone when speaking			
Used setting to help create mood in the story			
Included interesting punctuation, text formatting, and symbols to create purposeful effects			

### Realistic Fiction Editing Checklist

	Self-Check	Parent Check	Self-Check
Dialogue is punctuated correctly with commas and quotation marks			
Paragraphs are used to show a change in speaker, a change in setting, or a change in time			
Used Correct Capitalization			
Used Proper Punctuation			
Misspelled Words are Circled and Checked			
Used Correct Grammar (Sentences Make Sense When Read Aloud)			

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Fiction Writing Rubric**

	4	3	2	1
<b>Ideas</b>	I generate many ideas on my own. I have many strategies to generate the ideas.	I generate many ideas with some teacher/peer support. I have many strategies to generate ideas.	I generate some ideas with teacher/peer support. I have a strategy to generate ideas.	I have a difficult time generating ideas on my own. I need help from a teacher.
<b>Meaning</b>	The reader can easily infer my Universal Theme through my character's actions, thoughts, words and how they change. My theme is not directly stated.	The reader can identify my Universal Theme through my character's actions, thoughts, words and how they change. My theme may be directly stated.	The reader may have a difficult time identifying my Universal Theme through my character's actions, thoughts, words and how they change.	My character's actions, thoughts, words and how they change do not show a Universal Theme.
<b>Details</b>	I am able to elaborate on the most important scene(s) of my writing by adding details on my own.	I am able to elaborate on the most important scene(s) of my story by adding details with some peer/teacher support.	I am able to elaborate on the most important part(s) of my story by adding details with a lot of teacher support.	I have a difficult time identifying the most important part(s) of my story and I need a lot of help from the teacher.
<b>Structure</b>	I am able to shrink or cut out less important scenes on my own.	I am able to shrink or cut out less important scenes with some peer/teacher support.	I am able to shrink or cut out less important scenes with a lot of teacher support.	I have a difficult time shrinking or cutting out less important scenes and I need a lot of help from the teacher.
	My piece has a well developed narrative structure. -beginning that introduces the character -rising action that creates tension -climax -falling action that leaves my reader satisfied	My piece follows a narrative structure. -beginning that introduces the character -rising action that creates tension -climax -falling action that leaves my reader satisfied	My piece mostly follows a narrative structure but is missing: -beginning that introduces the character -rising action that creates tension -climax -falling action that leaves my reader satisfied	My piece does not follow a narrative structure.
	My piece is grouped into paragraphs. I started a new paragraph every time there was a change in: speaker, place and time.	My piece is grouped into paragraphs. Most of the time I started a new paragraph when there was a change in: speaker, place and time.	My piece is somewhat grouped into paragraphs. Some of the time I started a new paragraph when there was a change in: speaker, place, and time.	My piece does not have any paragraphs. I had a difficult time starting a new paragraph based on a change in: speaker, place, and time.
<b>Conventions</b>	I have no errors in spelling, punctuation, and grammar because I edited my piece on my own.	I might have a few errors in spelling, punctuation, and grammar. I needed a little help from my writing partner to edit my piece.	I have some errors in spelling, punctuation, and grammar. I needed help from my teacher and writing partner to edit my piece.	I have many errors in spelling, punctuation, and grammar. I was not able to edit my piece well, even with help from my teacher.
	My writing is clear to the reader and sounds smooth when read aloud.	My writing is clear to the reader and sounds mostly smooth when read aloud.	My writing is somewhat unclear to the reader and does not sound smooth when read aloud.	My writing is very unclear to the reader and does not sound smooth when read aloud.
<b>Voice</b>	I used a lot of interesting words. I had a strong voice in my writing that helped my reader connect to my ideas.	I used interesting words. I had a clear voice in my writing that helped my reader connect to my ideas.	I used a few interesting words. I had a somewhat clear voice in my writing that helped my reader connect to my ideas.	I used basic words. There is little in my writing to help my reader connect to my ideas.

Total Points (out of 36): \_\_\_\_\_

Score (1-4): \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total Points (out of 36): \_\_\_\_\_

## Feature Article Writing Rubric

	4	3	2	1
<b>Ideas</b>	I generate many ideas on my own. I have many strategies to generate the ideas.	I generate many ideas with some teacher/peer support. I have many strategies to generate ideas.	I generate some ideas with teacher/peer support. I have a strategy to generate ideas.	I have a difficult time generating ideas on my own. I need help from a teacher.
<b>Meaning</b>	The reader can easily infer my opinion on the topic of my article. My meaning is clear, even though my opinion is not directly stated. All of my research supports my opinion on the topic.	My meaning is clear. The reader can identify my opinion on the topic of my article. My opinion may be directly stated. Most of my research supports my opinion on the topic.	My meaning is somewhat clear. The reader may have a difficult time identifying my opinion on the topic of my article. Some of my research supports my opinion on the topic.	My meaning is unclear. I was not able to develop an opinion on the topic of my article. My research may not be related to my topic.
<b>Details</b>	I am able to elaborate on the facts in my article by adding details that make my meaning clear on my own. The facts I included in my article are stated in my own words.	I am able to elaborate on the facts in my article by adding details that make my meaning clear with some peer/teacher support. The facts I included in my article are mostly stated in my own words.	I am able to elaborate on the facts in my article by adding details that make my meaning clear with a lot of peer/teacher support. The facts I included in my article are sometimes stated in my own words.	I have a difficult time putting the facts I found in my own words so my meaning may be unclear. I needed a lot of help from my peers and teacher to find information about my topic.
<b>Structure</b>	I am able to cut out unimportant or unrelated facts that would make my meaning unclear on my own.	I am able to cut out unimportant or unrelated facts that would make my meaning unclear with some peer/teacher support.	I am able to cut out unimportant or unrelated facts that would make my meaning unclear with a lot of peer/teacher support.	I have a difficult time deciding which facts are unimportant or unrelated to my topic so my meaning may be unclear. I need a lot of help from the teacher.
	My piece includes many of these non-fiction features that help the reader make meaning. -Introduction that grips the reader -Related ideas grouped together in subheadings -Pictures or photographs supported by captions -Graphs, charts, tables, timelines or text boxes -New vocabulary words are defined within the text or in a glossary	My piece includes most of these non-fiction features that help the reader make meaning. -Introduction that grips the reader -Related ideas grouped together in subheadings -Pictures or photographs supported by captions -Graphs, charts, tables, timelines or text boxes -New vocabulary words are defined within the text or in a glossary	My piece includes some of these non-fiction features that help the reader make meaning. -Introduction that grips the reader -Related ideas grouped together in subheadings -Pictures or photographs supported by captions -Graphs, charts, tables, timelines or text boxes -New vocabulary words are defined within the text or in a glossary	My piece includes few of these non-fiction features that help the reader make meaning. -Introduction that grips the reader -Related ideas grouped together in subheadings -Pictures or photographs supported by captions -Graphs, charts, tables, timelines or text boxes -New vocabulary words are defined within the text or in a glossary
	My piece is organized by subheadings. I started a new paragraph every time there was a new topic or time period.	My piece is organized by subheadings. Most of the time I started a new paragraph when there was a change in topic or time period.	My piece is somewhat organized by subheadings. Some of the time I started a new paragraph when there was a change in topic or time period.	My piece is not organized by subheadings. I had a difficult time starting a new paragraph based on topic or time period.
<b>Conventions</b>	I have no errors in spelling, punctuation, and grammar because I edited my piece on my own.	I might have a few errors in spelling, punctuation, and grammar. I needed a little help from my writing partner to edit my piece.	I have some errors in spelling, punctuation, and grammar. I needed help from my teacher and writing partner to edit my piece.	I have many errors in spelling, punctuation, and grammar. I was not able to edit my piece well, even with help from my teacher.
	My writing is clear to the reader and sounds smooth when read aloud.	My writing is clear to the reader and sounds mostly smooth when read aloud.	My writing is somewhat unclear to the reader and does not sound smooth when read aloud.	My writing is very unclear to the reader and does not sound smooth when read aloud.
<b>Voice</b>	I used a lot of interesting words. I had a strong voice in my writing that helped my reader connect to my ideas.	I used interesting words. I had a clear voice in my writing that helped my reader connect to my ideas.	I used a few interesting words. I had a somewhat clear voice in my writing that helped my reader connect to my ideas.	I used basic words. There is little in my writing to help my reader connect to my ideas.